

# EDG 4410 Module

## ESOL Standard #13:

Evaluate, design, and employ appropriate instructional methods and techniques appropriate to learners' socialization and communication.

## ESOL Standard #16:

Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

---

### Standards 13 and 16 Activity 1

The following activity is to be completed in conjunction with the planning and implementations of Microteach I, a direct teach with a graphic organizer. As you work through this activity, refer to the following three case studies and plan your lesson with these three students (Edith, Edgar and Tasir) as members of your class.



**Edith Rodriguez\***

- arrived in the U.S. one month ago from the Hidalgo region of Mexico
- now in the sixth grade
- tested in English and Spanish—beginning level of English proficiency & poor literacy skills in Spanish
- never volunteers to answer the teacher's questions, but not disruptive
- when the teacher asks her if she understands, she smiles and nods
- struggles to answer even the simplest yes/no questions in English
- in small group work does participate in a meaningful way
- when there is a quiz or test, turns in a blank page



**Edgar Ponce\***

- moved from Puerto Rico to the U.S. mainland eight months ago
- now in the eighth grade
- recent English proficiency test placed Edgar at a low intermediate level
- hesitatingly conversant in everyday English, speaking in simple sentences with frequent grammatical errors
- comprehends more than he is able to express
- has difficulty understanding academic discussions and teacher presentations

- *often refuses to turn in written work since he says he cannot write well in English*
- *English reading skills are very weak, and his Spanish reading and writing skills are below grade level, according to bilingual testing results*



**Tasir Barad\***

- *came to the U.S. from Egypt when she was in the third grade*
- *now in the seventh grade*
- *no traces of foreign accent in speech*
- *her teachers are skeptical of her categorization as an ELL since she sounds like a native speaker*
- *some teachers believe that Tasir doesn't try hard enough and that she does not warrant extra help or accommodations*
- *seems to keep up in class most of the time but struggles with tasks involving writing and reading*
- *When reading aloud, lacks fluency, & when writing, makes frequent spelling and syntactic errors*
- *Diagnostic testing placed her at the advanced level of English proficiency in listening and speaking but below grade level in reading and writing*

*\*Pseudonyms*

## **STEP 1:**

Select a topic for your direct teach. Choose 3 - 5 terms from the topic that would need to be taught in order for your students to better comprehend the lesson.

For example, if teaching the life cycle of a butterfly, some of the terms to be taught might be *metamorphosis*, *pupae*, *larvae*, etc.

## **STEP 2:**

Create a lesson plan using the EDG 4410 template. Design your lesson so that during the input section of your lesson you will be teaching the terms using a graphic organizer.

## **STEP 3:**

Investigate the following on-line resources that explain various graphic organizers. Taking into consideration how you are going to teach your content-specific terminology, select an appropriate graphic organizer.

For example, if you are going to have your students compare and contrast terms, a Venn diagram would be an appropriate selection. When you turn in this assignment, include a copy of your graphic organizer. You may submit an 8 ½ x 11" copy or a photo attached to or inserted into your lesson plan.

<http://www.eduplace.com/graphicorganizer/> (Available in English and Spanish)

[http://www.edhelper.com/teachers/Sorting\\_graphic\\_organizers.htm](http://www.edhelper.com/teachers/Sorting_graphic_organizers.htm)

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html> (Look for subject area examples.)

<http://www.cod.edu/people/faculty/drafke/Graphic%20organizers.htm#A%20Hierarchy>

## SHOW & TELL Accommodation Tool® for Teachers of ELLs

### SLIDE Verbs: Non-Verbal Activities and Tasks

- S** Show (also watch, pantomime, model)
- L** Look (also smell, taste, feel, & other non-verbal use of senses)
- I** Investigate (also measure, weigh, categorize, classify, connect)
- D** Demonstrate (also draw, act out)
- E** Experience (also act, move, do)

### TREAD Verbs: Verbal Activities and Tasks

- T** Tell (also present information, lecture, narrate, recount)
- R** Read (also, skim, scan, review)
- E** Explain (also listen)
- A** Ask/Answer (also write, respond)
- D** Discuss (also describe, define)



## STEP 4:

Using the SHOW & TELL Accommodation Tool for Teachers of ELLs (below) write the procedures section of the lesson plan. Begin by looking at the verbs you are considering to use in the procedures section. Look to see how many verbs fall into the SLIDE and/or TREAD areas. If there is a high ratio of TREAD verbs, you will need to provide more accommodations.

**A.** Incorporate appropriate SHOW & TELL strategies – non verbal activities and tasks (SLIDE accommodations) into the lesson appropriate for Edith who is at the beginning level of language development.

**B.** Incorporate appropriate SHOW – non-verbal activities and tasks (SLIDE) + intermediate TELL strategies (TREAD) appropriate for Edgar who is at the intermediate level of language proficiency.

C. Incorporate appropriate TELL strategies – more advanced TREAD accommodations for Tasir who is at the advanced level of language development.

### STEP 5:

For ESOL strategies to include in your lesson plan, refer to the **SHOW & TELL Accommodation Tool (The STAT)** handout below. As you write the procedures section of your lesson, identify at least one appropriate ESOL strategy in **BOLD, CAPITAL LETTERS**, for each ELL student (Edith, Edgar, Tasir). After each strategy, identify the ELL student and label the ESOL strategy.

For example, if you state in your plan that you are going to show pictures of the life cycle of a butterfly, label that behavior as an ESOL strategy for Edith and state the name of the strategy in parentheses as follows:

*Excerpt from lesson plan:*

While explaining life cycle, refer to poster with pictures of the life-cycle of a butterfly stating the name of each stage while pointing to each picture. (**ESOL STRATEGY FOR EDITH: Simple graphic organizers using pictures & words**)

### STEP 6:

For this activity, submit the following:

Microteach I Lesson Plan with an 8 ½ x 11” copy of your graphic organizer attached to or inserted into your lesson plan.

---

## Standards 13 and 16 Activity 2

The following activity is to be completed in conjunction with the evaluation of Microteach I, a direct teach with a graphic organizer.

### STEP 1:

View the recording of your lesson to analyze for evidence of ESOL strategies that you used to address the three ELL students (Edith, Edgar, and Tasir). Complete the Microteach I Professional Development Plan (PDP) template in narrative format, while referring to the PDP rubric. The **SHOW & TELL Accommodation Tool (The STAT)** will be helpful as you write your professional development plan.

### STEP 2:

For this activity, submit the following:

- Microteach I Professional Development Plan
- Microteach I Professional Development Plan Rubric (below)

# SHOW & TELL Accommodation Tool (The STAT)

## The Students

LEARNER COMMUNICATION BY LEVEL OF ENGLISH PROFICIENCY		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> <li>• Points to items</li> <li>• Follows commands</li> <li>• Listens initially—receptive skill development</li> <li>• One to two word responses</li> <li>• Labels and matches items</li> <li>• Lists items</li> <li>• Memorizes common phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Novel phrases and simple sentences</li> <li>• Describes items in simple terms</li> <li>• Frequent morphological errors</li> <li>• Frequent syntactic errors</li> <li>• Phonological errors</li> <li>• Vocabulary gaps &amp; circumlocution</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning Academic Language use</li> <li>• Dialogue &amp; discourse with some grammatical &amp; rhetorical errors</li> <li>• Read/write decontextualized passages with support</li> </ul>

## The Strategies

SHOW STRATEGIES (FOR EVERYONE, INCLUDING ELLs)
<ul style="list-style-type: none"> <li>• Hands-on activities</li> <li>• Demonstrate a process</li> <li>• Model tasks</li> <li>• Dramatizations</li> <li>• Experiential learning</li> <li>• Pictures</li> <li>• Props</li> </ul>

SHOW + TELL STRATEGIES BY LEVEL OF ENGLISH PROFICIENCY		
BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> <li>• Gestures with speech</li> <li>• Acting out/pantomime</li> <li>• Focus on here and now—pointing to real objects</li> <li>• Refer to picture dictionaries</li> <li>• Visuals and text</li> <li>• Simple graphic organizers using pictures &amp; words</li> <li>• Matching words to pictures</li> <li>• Matching sentence strips to pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Complex graphic organizers &amp; diagrams</li> <li>• Use of beginning SHOW + TELL strategies when communication breaks down</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional SHOW +TELL Strategies support as needed</li> </ul>



## The Strategies (page 2)

### TELL STRATEGIES

#### General Practices by Level of English Proficiency (LoEP)

<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Rephrasing</li> <li>• Slower pacing of instruction to ascertain comprehension</li> <li>• Simplified language &amp; discourse</li> <li>• Simplified text</li> <li>• Outline</li> <li>• Word lists</li> <li>• Common phrase list</li> <li>• Vocabulary/grammar support</li> <li>• Simple role plays requiring scripted verbal expression</li> <li>• Graphic organizers to complete</li> <li>• L1 support</li> </ul>	<ul style="list-style-type: none"> <li>• Fill-in-the-blank phrases and sentences to scaffold language</li> <li>• Focus content on key concepts</li> <li>• Highlight keywords</li> <li>• Use bulleted lists rather than extended texts</li> <li>• Limited L1 support</li> <li>• Expand vocabulary through paraphrasing and teaching synonyms</li> <li>• Chart information</li> </ul>	<ul style="list-style-type: none"> <li>• Check for language bias</li> <li>• Check for idioms</li> <li>• Check for phrasal verbs</li> <li>• Check for complex structures</li> <li>• Check vocabulary</li> <li>• Scaffold reading comprehension—strategies</li> <li>• Scaffold writing development—targeted error correction</li> <li>• Avoid deducting points for grammatical errors if assessing mastery of content</li> </ul>

### TELL STRATEGIES

#### Verbal Interaction by Level of English Proficiency

<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>• Cooperative learning in pairs requiring little verbal expression</li> <li>• Heterogeneous group interaction supported by assigned buddy—bilingual or monolingual</li> <li>• Non-verbal participation in heterogeneous groups—observing, doing</li> <li>• Group homogeneously for leveled alternative activities with instructor/volunteer support</li> </ul>	<ul style="list-style-type: none"> <li>• Supported heterogeneous interaction with supplemental key phrases</li> <li>• Group heterogeneously for most activities, checking for comprehension &amp; participation</li> <li>• Group homogeneously for language focus support</li> </ul>	<ul style="list-style-type: none"> <li>• Heterogeneous group activities with comprehension checks, monitoring participation</li> </ul>



## The Strategies (page 3)

### TELL STRATEGIES

#### Questions and Tasks by Level of English Proficiency

BEGINNING Edith	INTERMEDIATE Edgar	ADVANCED Tasir
<ul style="list-style-type: none"> <li>Simple yes/no questions—Is this a book?</li> <li>Questions that allow points, selecting, showing—Show me the book.</li> <li>Either/or questions—Is this a book or a pencil?</li> <li>Simple who, what &amp; where questions—Who has the book? What is this (point to book)? Where is the book?</li> <li>Here and now focus</li> <li>One word answers—What is this?</li> <li>Simple or common two or three word phrase responses—Where is the book? On the table.</li> <li>Frequent vocabulary questions/answers (book versus manuscript)</li> <li>Simple identification questions</li> </ul>	<ul style="list-style-type: none"> <li>Restricted tense questions               <ul style="list-style-type: none"> <li>Simple present—What do you do every day? I read every day.</li> <li>Present progressive—What are you doing? I am reading.</li> <li>Simple past—What did you do yesterday? I read a new book.</li> <li>Past progressive—What were you doing yesterday morning? I was reading a book.</li> <li>Simple future—What will you do tomorrow? I will read a book.</li> <li>Present perfect—Have you read Harry Potter? Yes. or Yes I have.</li> </ul> </li> <li>Simple description (what) questions—What do you like about Harry Potter books?</li> <li>Simple explanation (how and why) questions—How does Harry Potter win at Quidditch? Why does Snape try to harm Harry?</li> <li>Formation of simple questions &amp; negative statements</li> </ul>	<ul style="list-style-type: none"> <li>Complex tenses and moods               <ul style="list-style-type: none"> <li>Hypothetical, conditional—If Dumbledore asked you to move to Hogwarth's, would you do it? Why or why not?</li> <li>Past perfect—Had Harry seen Voldemort before he began following him?</li> <li>Future perfect</li> </ul> </li> <li>Formation of the passive construction—How long will Harry have been a student before he graduates?</li> <li>Formation of complex negative statements—Could Harry have been hurt by Snape's magic? Why or why not?</li> <li>Formation of complex negative statements—Should Harry not have gone to Hogwarth's? Why or why not?</li> <li>Formation of complex questions</li> <li>Complex analysis, justification, evaluation</li> </ul>





## The Strategies (page 4)

<b>TELL STRATEGIES</b> Text Modification by Level of English Proficiency		
<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>Using graphics and a graphic organizer, express the main points in the reading passage with keywords.</li> <li>Provide native language support—overview, key words</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the text in simpler, clearer terms, avoid compound sentences &amp; complex verb structures.</li> <li>Substitute frequent vocabulary for infrequent vocabulary</li> <li>Shorten and break up sentences</li> <li>Show connection between reference words &amp; their referents. Provide simple definition for idioms &amp; phrasal verbs.</li> <li>Highlight keywords</li> <li>Provide glossary</li> <li>Make an outline or bulleted list</li> </ul>	<ul style="list-style-type: none"> <li>Using the unmodified text, identify challenging vocabulary, phrases, and sentences.</li> <li>Provide clarification and explanation for the challenges.</li> <li>Elaborate implicit information in the text and make it explicit.</li> <li>Provide a glossary or additional explanations as necessary.</li> <li>Identify one or more reading strategies that improve comprehension.</li> </ul>

- GENERAL PRINCIPLES APPROPRIATE FOR ALL LEVELS OF PROFICIENCY**
  - Frequent comprehension checks (individually, if possible),
  - increased interaction through pair and small group activities (allows for clarification of meaning),
  - when you (the teacher) are the sage on stage, walk the talk & talk with chalk,
  - connect to students' background knowledge and cultural background, and
  - receptive vocabulary > productive vocabulary at any LoEP
- PULL-DOWN VS. PUSH-UP**
  - Pull-down** TELL strategies simplify, or when necessary, translate the English content through leveled questions, simplified text and discourse
  - Push-up** TELL strategies prop up (scaffold) ELLs' LoEP beyond its independent level—through expansion, elaboration, paraphrasing, negotiation of meaning, scripts, word banks, glossaries





# Microteach I Professional Development Plan Rubric

## ESOL Standards 13 and 16

### Grading Key:

0 point = No or incorrect response

1-2 points = Cursory response; listing rather than describing or explaining

3-4 points = Detailed response; thorough explanation

<b>Edith -- Beginning</b>				
• Describe SLIDE strategy planned	0	1	2	
• Explain how you planned to use the SLIDE strategy in your lesson	0	1	2	
• Reflect on your success in assisting Edith				
➤ <u>If successful:</u>				
▪ explain why SLIDE strategy would help Edith at her level of language development				
▪ provide evidence from the recording				
➤ <u>If unsuccessful:</u>				
▪ provide evidence from the recording				
▪ explain how could you improve to better reach Edith				
<b>Edgar -- Intermediate</b>				
• Describe SLIDE or beginning TREAD strategy planned	0	1	2	
• Explain how you planned to use the SLIDE or beginning TREAD strategy in your lesson	0	1	2	
• Reflect on your success in assisting Edgar:				
➤ <u>If successful:</u>				
▪ explain why SLIDE or TREAD strategy would help Edgar at his level of language development				
▪ provide evidence from the recording				
➤ <u>If unsuccessful:</u>				
▪ provide evidence from the recording				
▪ explain how could you improve to better reach Edgar				
<b>Tasir -- Advanced</b>				
• Describe TREAD strategy planned	0	1	2	
• Explain how you planned to use the TREAD strategy in your lesson	0	1	2	
• Reflect on your success in assisting Tasir				
➤ <u>If successful:</u>				
▪ explain why TREAD strategy would help Tasir at her level of language development				
▪ provide evidence from the recording				
➤ <u>If unsuccessful:</u>				
▪ provide evidence from the recording				
▪ explain how could you improve to better reach Tasir				

**TOTAL \_\_\_\_\_/24 points**

**Name:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**EDG 4410 Section** \_\_\_\_\_

**Semester:** \_\_\_\_\_